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ABSTRACT

An employability profile specifies employment opportunities for which an individual is qualified. A career path is the term applied to an employability profile that combines both the career ladder aspect of advancement and the career lattice element of wide selection. After a descriptive analysis of typical employability profiles, this document presents practical examples of developing student success in learning to earn and to work. Four different types of employability profiles are analyzed and applied to career education curricula: (1) screening, (2) checklisting, (3) individualizing, and (4) multi-occ-ing. A systems approach (objectives, evaluations, resources) is presented to simplify the development of career path employability profiles in the typical school setting. As a guide for beginners, six career path employability profiles are presented in the form of countable products resulting from career programs centered around occupational choice and employment level: diagnostic performance keys, skills tests, attitude profiles, self-paced modules, materials interchange, and packages. (Author)

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TITLE

AN INTRODUCTION

TO

CAREER PATH

EMPLOYABILITY PROFILES

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Howard P. Alvir, Ph.D.

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INTRODUCTION

The title of this document is AN INTRODUCTION TO CAREER PATH EMPLOYABILITY PROFILES. An employability profile is a specification of a number of occupational job titles for which an individual is qualified. An employability profile does not give a mere listing of job titles. These job titles are arranged in a ladder or hierarchy of promotional opportunities. Similarly, these job titles are arranged in a lattice which gives a wide variety of choice to the individual on the same occupational job level.

The common term applied to an employability profile which combines both the ladder aspect of advancement and the lattice element of wide selection is career path. A career path is the journey each individual takes during exposure to the world of work. There are many types of career paths just as there are many types of individuals.

With this understanding of the title, it is appropriate for the reader to sequence the five sections of this document. Here are the titles of each section:

Section I: CAREER PATH EMPLOYABILITY PROFILES
Section II: LEARNING HOW TO WORK
Section III: EMPLOYABILITY PROFILE TYPES
Section IV: DEVELOPING CAREER PATH EMPLOYABILITY PROFILES
Section V: COUNTABLE PRODUCTS RESULTING FROM CAREER PATH EMPLOYABILITY PROFILES

Each of the above sections will be summarized in the following paragraphs in order to guide the reader to important points in this document.

CAREER PATH EMPLOYABILITY PROFILES explains the process whereby an individual learns what jobs are currently available according to the individual's occupational standing. The introduction of GAINS SCORES to this process tries to get the individual learner and teacher concerned with progress made during a training experience. Such a process defines a career path employability profile as an evaluation of the skills that make a person employable. The stress on skills goes beyond paper and pencil testing in order to zero in on specific manual and human relation's skills needed for success on the job.

LEARNING HOW TO WORK is an attempt to take the preceding definition of a career path employability profile and turn this definition into a few easy to understand applications. In other words, the individual learner must learn how to work.

Such things as wasting time, leaving a job half done, or just going through the motions are characteristics of the person who doesn't know how to work. The person who knows how to work is able to start a job, carry a job through the doldrums, and finish a job with some reasonable sense of achievement.

The ability to repeat the same job several times over again with success and mastery is a characteristic of a professional occupational worker. Such a craftsman is able to take pride in the quality of workmanship performed. This stress on mastery and excellence goes beyond a dull repetitious performance of the same mechanical tasks in order to stress human activity that takes pleasure in a good job well done with pride and precision.

EMPLOYABILITY PROFILE TYPES faces the obvious fact that different teachers have different conceptions of employability profiles. It is possible to categorize these different preceptions into at least four categories: screening, checklisting, individualizing, and multi-occ-ing.

SCREENING is the employability model which says, "Only the best learners are entitled to study in this specialized occupational area." Exclusive reliance upon screening as the only employability model forgets an important conclusion of occupational research about human motivation: not only is it possible for a slow learner to learn an occupational skill, but it seems very likely that the ability to function with precision and pride on a psychomotor level is a good motivational factor to encourage the learner to increase efforts to become a better reader and a better person.

CHECKLISTING is an attempt to build an employability profile to measure, monitor, and indicate to others the individual's progress in becoming employable. Checklisting is an attempt to indicate success. This means avoiding any attempt to pinpoint individuals who will "never succeed." This positive approach is important because it is correct to say that the employability profile for a specific individual can change just as much because of "loss of interest" as it can change because of "lack of skill." A good checklist doesn't have to be elaborate in order to motivate learners to seek out success.

INDIVIDUALIZING is an attempt to urge teachers to vary the pace and rhythm of instruction in order to provide individualized learning modalities for a wide variety of different learning styles. The range of typical modalities might include lecture, team teaching, peer-to-peer learning, student-centered activities, testing as learning, and multi-media

approaches wherein learners can see, hear, do, or manipulate various learning environments geared to facilitate prespecified objectives. This type of variety takes a learner lacking skill and prevents this learner from becoming a learner lacking interest or interesting learning environments.

MULTI-OCC-ING is an attempt to provide a large number of alternative learning systems that help assess the individual's growth. Multi-occ helps a learner grow towards a specific career path by acquiring a number of competencies that can be put together into a variety of career paths.

Learners in multi-occ are able to try out a wide variety of occupational skills, each of which is conducive to a professional occupation. This doing phase of multi-occ can be interpreted in terms of prerequisites that enables the learner to move upward on the career path employability profile. This type of learning can take place on the job as well as in school.

DEVELOPING CAREER PATH EMPLOYABILITY PROFILES is an attempt to provide an organized approach to the task necessary for developing career path employability profiles. The emphasis in this section is to crystalize the planning and implementation process into a one-page summary.

The one-page summary of section IV is the last page in section IV. This one-page summary allows the occupational educator to look at the knowledge, performance, and attitude domains from the three dimensions of objectives, evaluations, and resources. This systematic approach will help organize local efforts at implemenation.

COUNTABLE PRODUCTS RESULTING FROM CAREER PATH EMPLOYABILITY PROFILES is an attempt to spell out five products that can result from local efforts to help students become aware of the job potential of occupatinal programs.

Each of these products is defined in a brief description. In addition, each product definition is followed by a number of items that can be counted in order to determine overall productivity and success.

PRODUCT ONE correlates existing occupational exam test items with subject matter objectives according to the published plan of the examination. For each exam, several different diagnostic keys are suggested.

PRODUCT TWO develops psychomotor measures which document mastery of employability level skills. The scoring keys for these performance measures are formated in such a way as to provide comparison by skill levels.

PRODUCT THREE develops a career attitude profile (CAP). This career attitude profile stresses attitudes necessary for obtaining and succeeding in employment.

PRODUCT FOUR assembles modules containing objectives, pretests, learning environments, and posttests. Each module is a specific teaching-learning package which provides a wide variety of alternative learning opportunities.

PRODUCT FIVE interchanges modules from one area occupational center to another, both within the same supervisory district and within colaborating districts, including those outside the jurisdiction of the originating school.

In addition to the five basic products, it is possible to add another element.

PRODUCT SIX disseminates training materials, modules, and research documents via the ERIC microfiche system.

As can be seen from the above listing of five products and the dissemination system, the job of developing career path employability profiles becomes simplified when the work is shared among participating institutions and agencies. This is part of the old secret of success, "Divide and conquer."

SECTION ONE

CAREER PATH EMPLOYABILITY PROFILES

An employability profile is a listing which specifies for a specific individual a number of jobs for which the individual is qualified. Many of the jobs listed in a career path employability profile are at the entry level. In those cases wherein the individual has previous experience or exceptional attainment, the career path employability profile may contain jobs on a highly advanced level.

A career path implies that the individual can progress both sideways in a career lattice and upward in a career ladder.

A career path is the route taken by many an individual in order to find work that is both satisfying personally and profitable economically as well as socially significant.

In order to come up with appropriate career employability profiles, it is necessary to have a number of occupational checkpoints. At each checkpoint or testing station, an individual is exposed to a battery of examinations, knowledge evaluations, performance evaluations, and attitude evaluations, each of which contribute to the specification of the entry level employments for which the individual is suited.

Sometimes, a career path employability profile will be the means whereby a student leaves school to begin employment. At other times, a career path employability profile will be the motivational factor that encourages the learner to seek additional education in order to increase the choice of practical alternatives open to the individual who possesses additional competencies. At all times, career path employability profiles are intended to make the individual aware of present competencies and future possibilities.

A career path is more than a monotonous source of money. A career path enables the learner to find entry level employment at the student's own level of competency. A career path enables the learner to surpass present expectations and possibilities by engaging in continuous learning opportunities. A career path employability profile policy in a particular occupational center permits the school to give the learner full credit for a career path when an employability profile is attained; this avoids forcing the learner to go beyond self-perceived capabilities. In addition, a system of career path employability profiles enables the learner to come back into the occupational education system at a future date in order to update and augment possible sources of employment and career opportunities.

A career path employability profile is something that can be utilized by both the generalist and the specialist. In auto mechanics, a generalist is someone who is able to repair almost anything on the entire auto. In auto mechanics, a specialist would be someone who concentrates on a specific service function, for example, the front end repair man. Career paths require both the generalist and the specialist. In cases where the individual learner prefers for a variety of reasons to become a specialist, the educator needs career path employability profiles in order to point out specific job openings that are both relevant and interesting to the individual concerned.

There is dual difficulty as far as the career path employability profile is concerned for the above average student. Such a learner has a wide choice of career opportunities, both in the area of specialization and in related fields. The average student is pretty much in the same boat. The average student has a wide choice of opportunities. In the case of the slow learner, the career path employability profile tries to provide as wide a choice as is possible. The average or above learner is concerned with the posttest score.

A posttest score is similar to a final examination given after instruction. The average or above average learner normally has an excellent posttest final examination score.

The situation is different with slow or weak learners. This learner has made some successes, but not as many as the average or above student. Career path employability profiles zero in on the strengths of the slow or weak learner. Each cluster of strengths or cluster of occupational objectives successfully achieved is grouped together in order to find appropriate entry level employment opportunities. This emphasis on success rather than on failure is the backbone of career path employability profiles.

Some teachers pride themselves on the ability to turn out students who score highly on final examinations, whether this is a written paper and pencil knowledge evaluation, a hands-on performance evaluation, or a human relations attitude evaluation. These teachers talk mainly about the final score. Advocates of the career path employability profile talk about the final examination posttest in comparison to the pretest given to students on the first day of the course. By subtracting the pretest from the posttest, career path advocates are able to focus on a gains score. Here is an example of a gains score. The final examination results for the students of teacher A were 95% whereas the final examination results for the students of teacher B were 45%. Simply comparing final examination posttest scores can be misleading.

The pretest averages for the students of teacher A were 85% whereas the pretest average for the students of teacher B were 15%. With this additional information, it becomes evident that the average gains score for the students of teacher A was 10% whereas the average gains score for the students of teacher B was 30%.

The point here is not to compare the students of teacher A with teacher B. The point here is to specify that the 30% gains score of the students of teacher B can be called an increase in career path employability profile possibilities.

Another way of interpreting the pretest-posttest is to consider that in September, the students of teacher B were able to qualify for only 15% of the given occupations in a specific occupational specialty. Whereas in June, these same students of teacher B were able to qualify for 45% of the occupational opportunities in the same trade specialty. This increase in career path employability is achieved by careful attention to what the learner does successfully. The emphasis is not placed upon student failure. In this way, the student is encouraged rather than discouraged by the test score even when that test score falls below the accepted 70%.

In short, it can be said that a career path employability profile is an evaluation of the skills that make a person employable. The stress on skills goes beyond paper and pencil testing that does not directly zero in on specific manual and human relations skills needed for success on the job.

In working with slow or weak learners, it is always advisable to remember that it is rare to find an individual with an employability profile that is zero. The objective of developing career path employability profiles is to augment possibilities for interesting and profitable employment for any human individual.

LEARNING HOW TO WORK

In a strictly scientific way, the curriculum can be broken up into a number of individual modules that resemble the pieces of a jigsaw puzzle. All that remains is for the students to start gathering together a lot of pieces that can be assembled into an occupation. Sometimes, this doesn't work because the student finds it dull and uninteresting to gather one unrelated skill after another.

From a more humanistic point, the student needs to learn how to work. This means getting along with peers. This means learning how to use tools for constructive purposes. This means sticking with one task until completion no matter how many difficulties or excuses could arise.

This approach to learning how to work is the inner significance of career path employability profiles.

Learning how to work is the transition from goofing off to performin like an occupational expert. Wasting time, leaving a job half done, or just going through the motions are characteristics of the person who doesn't know how to work. The person who knows how to work is able to start a job, carry a job through, and finish a job with some reasonable sense of achievement.

In many practical examples, it can be safely asserted that the typical 9th or 10th grader does not have a specific occupational objective. This student may be aware of personal interests and abilities. This student may know the names and requirements of a large number of occupational areas. However, this student has not yet experienced the fact that an easy job can be self-defeating when it becomes dull and boring. In the same way, a challenging, interesting, and relevant job can become very difficult when its demands are repeated day after day without let-up.

This exposure to the real world of work where the completion of a given task with pride and success is important permits the learner to make the transition from a student to an occupational apprentice. In another sense, the student who has begun to find a certain amount of pride, pleasure, or self-satisfaction in the ability to do a good job in spite of all the sacrafices and hard work required is able to become a worker. The worker works for money, but also for the feeling of pride and success that comes from a good job well done.

One practical problem of occupational training is repetition with mastery. Repetition, that is, doing a task more than once, is difficult enough for the average student. On the job, the worker must do the same job several times over again with success and mastery each time around. The learner who gets turned off by doing the same thing more than two or three times is not yet ready to go into an occupation that might require the same job being done over and over again. Even in something like mechanical drafting, which would have different objects being drawn, the discipline of generalized skill and ability and neatness must be present all the time. The learner tendency to goof off and relax by letting down standards has no place in the work world. The worker can relax when off the job, but on the job excellence and mastery is required. This excellence and mastery must go beyond a dull repetitious performance of the same mechanical task to a human activity that takes pleasure in a good job done with pride and precision.

There are certain activities in an occupation which must be done by rote. Any mechanic worth his salt, doesn't have to take 15 minutes to decide which way to turn a wrench to loosen a pipe. He puts the wrench on immediately in the correct direction and turns. Someone who has not acquired this ability through significant repetition is still a beginner who might be endangering the safety of himself and the excellence of the product.

A worker who snaps a delicate piece of copper tubing by turning in the wrong direction is going to find complications in a repair job that requires two hours instead of 5 or 6 seconds. The worker must be aware that errors cost time and money. In addition, many of these errors can be avoided by the simple repetition of necessary basic skills until acquired.

Learning such a basic skill in working with pipe as "how tight is tight" is something that should be done early and in school. The worker who has to learn on the job by a costly error has not achieved enough practical experience in school to be ready for employability. Basic skills are essential and must be acquired through repetition, guidance, and correction. All of these element are required before employability is possible.

SECTION THREE

EMPLOYABILITY PROFILE TYPES

Once educators seriously begin to discuss career path employability profiles, four different types of planning models emerge:

1. Screening
2. Checklisting
3. Individualizing
4. Multi-occ-ing

MODEL 1

The screening model is sometimes called pretesting or validating prerequisites for individual occupations.

An example of screening is seen in the fact that for many reasons, the colorblind should not study printing, auto body, fashion designing, electricity-electronics, or cosmetology unless fully aware of the limitations placed upon occupational functioning by being colorblind. For example, the color coding of resistors in electronics works a hardship on a colorblind student. Similarily, a colorblind student in cosmetology or auto body painting is at a definite disadvantage in trying to match colors. Many teachers misunderstand screening as a type of compulsory regulation. In general, most occupational education philosophy feels that the teacher of an individual occupation must go beyond only one specialized occupational area to teach the related values behind all work careers. This means that habits of good workmanship acquired in one speciality area can be readily transferred to another occupation.

The difficulty occurs when teachers find out that screening and other prerequisite devises are not always possible to be enforced. These screening prerequisites then become recommendations. In other words, instead of forcing the student into another area, these screening procedures make the learner aware of certain disadvantages. These screening devises become a guidance tool that may or may not be accepted by the learner.

These screening devises serve as predictors of success. In many ways, the screening technique is not at all the same as reroute. Reroute refers to the ability categorically to take a student out of one occupational area where success is unlikely and to place the student in a different occupational category where success is more likely for the individual concerned.

All screening and pretesting must be done on several levels: knowledge evaluation, performance evaluation, and attitude evaluation.

Knowledge evaluation screening can conveniently be done by paper and pencil testing. This type of evaluation is able to specify the knowledge objectives previously achieved by individual learners.

Performance evaluation screening is typically done by manual testing. The type of screening is able to identify manual and psychomotor skills possessed by a specific individual.

Attitude evaluation screening concentrates on such things as human relations and desired attitudes. Included in this attitude evaluation would be the ability to concentrate and to complete a worthwhile project in spite of the many opportunities or excuses that could offer apparent justification for incompleteness.

It is necessary that screening be done on a complete level. This requires the combined effort of knowledge evaluation, performance evaluation, and attitude evaluation as outlined above.

Sometimes screening is a feeble attempt on the part of instructors to received only the best students available in a specific school. Because of this, many different occupations in which literacy is not a fundamental condition of employment try to specify such prerequisites as a sixth grade reading level, a seventh grade math level, and the ability to pass Regents examinations.

There is nothing the matter with this desire for the students to be up to standards. However, it does not seem to be entirely justifiable to claim that a student who cannot read cannot acquire a specific occupational ability.

Modern research seems to indicate a contrasting conclusion. Not only is it possible for a slow reader to learn an occupational skill, but it seems very likely that the ability to function on a psychomotor level is a good motivational factor to encourage the student to increase efforts to become a better reader. This curious relationship has been used by many successful craftsmen who have gone back to school to pick up knowledge objectives after mastering a large number of performance and attitude objectives.

MODEL 2

The employability checklist model is an attempt to build an employability profile to measure, monitor, and indicate to others the individual's progress in becoming employable.

The job of an employability profile is to indicate success. Employability profiles ignore any attempts to pinpoint individuals who will "never succeed."

People who are branded or labeled as unsuccessful "because of lack of interest" are often individuals who have not been given an accurate employability profile. An employability profile is not a static thing. It is correct to say that the employability profile for a specific individual can change just as much because of "loss of interest" as it can change because of "lack of skill." This points up the necessity to keep an open mind in dealing with students who are going into occupational programs for a variety of reasons.

Research studies do exist to point up the possibility of a low achieving occupational student succeeding on the job. What has sometimes happened is that the student who attends an occupational center with little interest and with little attention picks up a smattering of occupational terminology and techniques. With this smattering, and with a good attitude, the student is able to learn on the job.

Indeed, many occupational teachers attest to the undeniable fact that certain students change once they leave school. It seems as if the very act of walking out of the occupational center door makes the student more realistic to the facts of life, especially the need to earn a living. Such a learner can make up on the job for many hours lost in an occupational center. In many ways, these hours were not lost since the learner was exposed to compassionate and dedicated occupational educators who tried to make the transition from childhood to adulthood more enjoyable by the pride of professional craftsmanship.

In brief, an employability profile doesn't have to be an elaborate checklist, for example, in such a course as offset printing, the employability profile areas could be broken down into five employability clusters:

Strip negatives
Operate camera
Make plates
Operate press
Bind

These five general employability profile clusters give the students an easy to understand frame of reference for future employability. The teacher who has devised a course around these employability profiles is in a position to encourage learners to acquire a worthwhile trade or profession.

MODEL 3

The employability profile model based upon individualized learning modalities urges teachers to vary the pace and rhythm of instruction. Pace refers to speed and amount of learning time provided for each objective. Rhythm refers to the modality or mode of instruction. Typical modalities might include lecture, team teaching, peer-to-peer learning, student centered activities, testing as learning, and multi-media approaches wherein learners can see, hear, do, or manipulate various learning environments geared to facilitate prespecified objectives.

The reason for individualized learning modalities is quite simple. The teacher is aware of poor attendance. Supervisors realize that poor attendance is often due to poor motivation. After a while, both teachers and supervisors alike begin to realize that poor motivation is due to poor teaching. Thus, if poor teaching causes poor motivation which in turn causes poor attendance, the secret is to come up with a wide variety of learning alternatives from which individual students can choose.

Human nature tells us that each teacher has a favorite tool, a favorite method, a favorite rate, and a tendency to teach the same from year to year. This type of teacher must begin to realize that the "teacher's thing" may not be appropriate to a given learner at a given moment. Most teachers have a tendency to test what is taught. By using a wide variety of learning modalities, teachers will be able to use a wider variety of evaluation instruments.

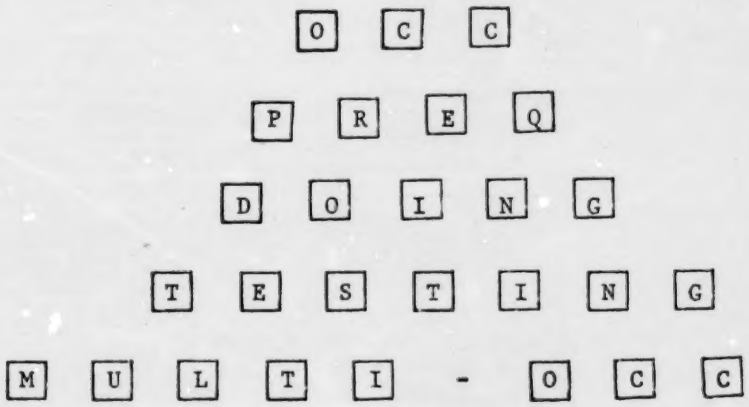
The heart of individualizing learning modalities is the ability to know the student. Whether this is called personality assessment or academic pretesting, getting to know the student enables a teacher to begin at the learner's need level. This need level will vary from student to student.

Under such a conception, the teacher is held responsible for doing "the right thing." The right thing refers to providing appropriate learning environments which act as stimuli to learner progress. In this way, the teacher is not held responsible for every failure of a student to learn. However, the teacher is help responsible to investigate why a specific learner did not learn in a specific learning environment. When a environment is labeled unproductive in a specific learner, the task of the teacher is to look around for alternative paths to worthwile educational objectives.

MODEL 4

The employability profile model which stresses multi-occ is intended to provide a large number of alternative learning systems that help assess the individual's growth.

Look at the following five levels:



Multi-occ is an emerging concept. As illustrated in the above diagram, the entry level to multi-occ is simply the name itself and the provision of a wide variety of alternative learning systems. The first exposure to multi-occ is exploration. This does not mean that multi-occ is the same as industrial arts or as career education exploration. The element of occupational education enters the picture in the fact that the student is building toward a career path.

A career path is a series of jobs, occupations, aspirations, and success that enables the individual to make a worthwhile contribution to society and to individual happiness.

After a certain amount of exposure to multi-occ in general, testing is an important ingredient. This type of testing is diagnostic in the sense that it enables that learner to pinpoint previous successes and practical skills that can be put into an occupational career path.

This stress on testing is done in the sense that the learner is to be reinforced for previous success. No attempt is made in multi-occ testing to label a student as a failure because previous experiences are not present. Instead of labeling a student as a slow learner or as a potential dropout, the testing component of multi-occ is an attempt to identify strengths of learners. After the strengths have been identified, an instructional program is developed that builds upon these competencies. The doing portion of multi-occ is an attempt for the learners to grow via a wide variety of individualized learning modalities. Doing is to be stressed over lecture work. Team work is to be done on a peer-to-peer basis. This doing takes the previous step of diagnostic testing and turns it into testing as learning. After the test is over, the learner has learned to identify competencies possessed by self. The multi-media approach is one example of learning by doing. Seeing, hearing, manipulating, and experimenting. Doing is used here in the sense of active involvement with the learning process.

The PREQ (Prerequisite) stage of multi-occ is an attempt to prepare the learner for specialized occupational programs. No attempt is made to lock the learner into a program for 20 or 30 years. The emphasis here is simply the fact that occupational programs are rigorous in the sense that certain prerequisites are demanded. This type of clearly stated prerequisite is what makes an occupation respectable. In other words, not everyone can become a skilled craftsman without possessing certain specific competencies.

From a human point of view, many beginning learners do not possess the discipline required of a skilled craftsman. These learners are accommodated in the doing stage of multi-occ wherein learners can try out a wide variety of skills, each of which is conducive to a professional occupation. This doing phase of multi-occ is interpreted in terms of prerequisites that enable the learner to move upward on the career path employability profile.

LEARNING ON THE JOB
AND
LEARNING IN SCHOOL

An example may serve to pinpoint the difference between learning on the job and learning in school.

An occupational educator tried to find employment for the summer in a shop. He wanted a job wherein he would be exposed to a wide variety of job tasks and skills. For the first day on the job, the teacher got this desire fulfilled. The teacher was able to work on one job after another as the jobs came into the shop.

During the first day, the teacher was casually observed by the supervisor. The supervisor concluded, from watching, that this individual teacher was very good at battery jobs. The next day, the supervisor's report was turned in to a job description from the boss. The boss told the teacher to work on nothing but batteries for the rest of the week.

As the bookkeeper came into the picture, it was noticed that the teacher's specialized work on batteries was bringing in a large margin of profit. The boss decided to keep the profits co ng in regularly. The teacher spent the rest of the summer doing nothing but battery jobs.

In his own mind, the teacher was very discouraged. He had wished to do a lot of things but was prevented from doing that by the boss.

This same teacher turning to school tried to reverse the situation. This teacher gave a wide range of jobs to every student. This meant that the teacher had one range of criteria for all students. This meant that the teacher had planned an"absence of a scale of criteria"ranging from low to high employability. By trying to get every student to be able to do every job in the shop, the teacher had overlooked the fact that many learners could make a satisfactory living from repeating one repetitious job over and over again.

SECTION FOUR

DEVELOPING CAREER PATH EMPLOYABILITY PROFILES

This section is dedicated to a number of organizational structures needed to identify and develop career path employability profiles. The main reason for this section is to stress underlying tasks that can be done as long as organization rather than expediency is the key planning element.

Obviously, the performance objective is to produce employability profiles.

From a research point of view, this means that the knowledge objective is to recognize the terminology needed to back up employability profiles. This terminology includes:

Diagnostic key
Hands-on performance evaluation
Attitude self-evaluation
Occupational career path modules
Exchange of valuable ideas among colleagues

From the human relations point of view, the attitude objective is to exchange viewpoints in order to come up with appropriate models.

Once the objectives of career path employability profiles have been determined, evaluation yardsticks must be devised to help educators keep score. These evaluation criteia should be specifications that are subject to objective measurement.

The first performance evaluation is to start with employability profiles for the "just barely employable."

The second performance evaluation is to get colleagues to produce employability profiles.

The first knowledge evaluation is to share related personal experiences.

The second knowledge evaluation is to count examples of success criteria.

The first attitude evaluation is to state opinions and reactions clearly and frankly.

The second attitude evaluation is to listen objectively to the group consensus.

This approach to evaluation will have the advantage of group action and a reasonable timetable. These evaluation criteria should be considered as simple methods of keeping score of learner progress toward employability.

So far both objectives and evaluations have been provided for the knowledge, performance, and attitude domains. The next step is to provide alternative resources that will facilitate the achievement of desired objectives as far as career path employability profiles are concerned.

A typical performance resource would be to discuss standards and criteria with successful occupational educators in order to resolve typical employability problems.

Typical employability problems can be discussed under such headings as (a) reroute, (b) multi-occupational programs, and (c) self-paced occupational opportunities.

REROUTE is the situation wherein a given applicant for a specific occupational program is counseled to go elsewhere because the applicant's qualifications are not adequate to the prerequisites of the occupational course in question. In other words, reroute is telling the student to look elsewhere for career path employability training.

MULTI-OCC is an attempt to give the high risk and low employable student a change to pick up a wide variety of occupational abilities and skills. Multi-occ is a way to give every learner one more chance to succeed in acquiring occupational ability. Multi-occ never gives up with any particular learner. Either a new occupation or a new modality of learning is recommended whenever the learner does not achieve employability in a given training modality.

SELF-PACED CONTINUOUS LEARNING is an attempt to allow greater flexibility to occupational programs. Very often, the model of an incomplete turning to a failure after a certain length of time is the exact opposite of self-pacing. Self-pacing tries to remove the idea of failure for reasons of incompleteness. Self-pacing gives the learner all the time necessary to learn. In cases where the learner doesn't feel like learning, self-pacing provides for an indefinite incomplete period during which the course of events are allowed to take their natural turn. The idea behind self-pacing is that eventually the learner will come up to the expectations and mastery requirements of several career path employability profiles.

The knowledge resources that back up career path employability profiles include several alternatives.

The first knowledge resource is to pinpoint DOable activities that a learner can undertake to rise higher in employability.

The second knowledge resource is to identify existing module components in the occupational program structure. These existing module components include objectives, pretests, learning environments, and posttests.

The attitude resources related to this component stress the ability to document the number one priority in any given occupational area.

SUMMARY

The preceding paragraphs have outlined some of the steps useful in developing career path employability profiles. These recommendations must be carefully studied before being adapted or rejected for local application.

In order to crystalize these ideas in one overview, the following page entitled, A MATRIX ON CAREER PATH EMPLOYABILITY PROFILES is provided.

This one page overview is intended to systematize the preceding paragraphs. It should be noted that abbreviations have been used, for example:

KO KO stands for Knowledge Objectives	PO PO stands for Performance Objectives	AO AO stands for Attitude Objectives
KE KE stands for Knowledge Evaluation	PE PE stands for Performance Evaluation	AE AE stands for Attitude Evaluation
KR KR stands for Knowledge Resource	PR PR stands for Performance Resource	AR AR stands for Attitude Resource

CAREER PATH EMPLOYABILITY PROFILES

KO	PO	AO
Recognize terminology of 5 products • diagnostic key • hands-on evaluation • attitude self-evaluation • modules • exchange	Produce employability profiles	Exchange viewpoints
KE	**PE**	**AE**
Share related personal experiences Count examples of success criteria	Start with employability profiles for the "just barely employable" Get colleagues to produce employability	State opinions and reactions clearly and frankly Listen objectively to the group consensus
KR	**PR**	**AR**
Pinpoint DOable Identify existing module components: OBJECTIVES PRETESTS LEARNING ENVIRONMENTS POSTTESTS	Discuss standards and criteria with writing team A - Reroute B - Multi-occ C - Self-paced	Document the number one priority

COUNTABLE PRODUCTS RESULTING FROM CAREER PATH EMPLOYABILITY PROFILES

The following products will be developed:

PRODUCT ONE is to correlate existing occupational examination test items with subject matter objectives (SMO) according to the published plan of the examination. For each exam, several different diagnostic keys will be developed.

Product one will be measured by counting:

Number of different occupational programs for which an exam has been analyzed.

Number of analyzed test items in each occupational course area.

Number of different alternate forms in the same occupational area.

Number of different diagnostic scoring keys.

Number of individual teachers using these diagnostic tests.

Number of individual answer sheets diagnosed.

Number of individual students diagnosed once or more.

PRODUCT TWO is to develop psychomotor measures which document mastery of employment level skills. The scoring keys for these performance measures will be formated in such a way as to provide comparisons by skill levels.

These psychomotor performance measures will be correlated to the subject matter objectives used in product one.

Product two will be measured by counting:

Number of different occupational programs for which an exam has been analyzed.

Number of analyzed test items in each occupational course area.

Number of different alternate forms in the same occupational area.

Number of different diagnostic scoring keys.

Number of individual teachers using these diagnostic tests.

Number of individual answer sheets diagnosed.

Number of individual students diagnosed once or more.

PRODUCT THREE is to develop a career attitude profile (CAP). This career attitude profile will stress necessary attitudes for obtaining and succeeding in employment.

The same career attitude profile will be given to all students in all occupational programs.

Product three will be measured by counting:

Number of CAP test items developed.

Number of specific CAP instruments developed.

Number of alternative forms for CAP instruments.

Number of teachers using various CAP instruments.

Number of CAP answer sheets corrected.

Number of individual students taking one or more CAP instruments.

PRODUCT FOUR is to assemble modules.

Each module will contain objectives, pretests, learning environments, and posttests.

The objectives of each module provide general motivation, instructional directions, and specific directions on how to use the module.

The pretests of each module provide diagnostic analysis of skills already possessed by learners in a given module. Some of the pretest items will come from products one, two, and three as described above.

Learning environments refer to a wide variety of activities, media, resources, personnel, and structure that have been found to lead to success on prespecified objectives. Learning environments are intended to provide a large number of alternative learning paths for individual learners.

The posttests of a module are designed to certify mastery of employment skills. These skills are habitually on the entry employment level. Much as the pretest puts together the analytical test items of product one, two, and three, the posttest puts together the mastery competency certification test items of products one, two, and three.

Product four is measured by counting:

Number of different occupational areas for which modules have been produced.

Number of module learning packages in each occupational area.

Number of pages in each module.

Number of objectives in each module.

Number of pretest items and answers in each module.

Number of learning environments in each module.

Number of posttests in each module.

Number of modules begun by individual learners. (If five learners begin the same module, this will be counted as five beginnings.)

Number of modules completed by individual learners.

Number of occupational instructors using modules with learners.

In addition to the above measurement data, a record will be kept for each individual learner of the beginning day of exposure to a module and of the final day upon which the module is completed. This information will be translated into the number of days between the first day and last day of each learner.

After records for a number of learners have been compiled, the average length of usage for each module will be calculated.

PRODUCT FIVE is to interchange modules from one area occupational center to another, both within the same supervisory district and within collaborating districts, including those outside the jurisdiction of the originating school.

The idea behind product five is to avoid unnecessary duplication.

Product five is measured by counting:

Number of modules developed in a specific district.

Number of modules developed elsewhere but modified slightly for the home district.

Number of modules developed elsewhere and completely redesigned by the home district.

Number of modules developed elsewhere and used unchanged by the home district.

Total number of modules in use in a specific district.

Number of programs for which modules are being used.

Number of instructors working with modules.

Number of students being exposed to individual modules. (If one student uses five different modules in five different areas, this will be counted as five exposures.)

Number of individual students exposed to modules. (For this statistic, if one student uses five different modules, this will be counted as one individual.)

PRODUCT SIX is to disseminate training materials, modules, and research documents in the ERIC microfiche system.

Dissemination via microfiche provides an inexpensive and rapid form of publication.

Product six is measured by counting:

Number of documents submitted to the ERIC system according to the categories of modules, training documents, and research publications.

Number of documents accepted by ERIC according to the three categories of modules, training documents, and research reports.

CONCLUSIONS

In order to summarize some of the general management techniques alluded to in this document, it might be well to conclude with three short statements:

1. The best career path employability profile is the least expensive alternative that gets the job done.

2. The most relevant career path employability profile is the one that has been subjected to student-centered editing that continually revises both the format and structure of the listing of career path possibilities.

3. The diagnostic element of a career path employability profile is intended to provide a sense of direction for the type of education needed by an individual student.

It cannot be over-emphasizedthat the learner should participate in the development of career path employability profiles. This is borne out by a conversation over heard in a learning center.

COMPUTER PROGRAMMER: We've put in many hours of work on this computer assisted instruction program.

CONTENT WRITER: Yes, I've included the most relevant information available.

EVALUATOR: Yes,you fellows have done a good job, but yesterday I overheard one fifth grader explaining to another, "Now here's what the computer really meant to say."

These short excerpted quotations are intended to point out the fact that the best technical assistance, the best occupational subject matter content and skills, and the best educational delivery system are ineffective unless the resulting benefits can be counted in terms of learner success. Sometimes, one of the best ways to document learner success is to approach the learner for a candid evaluation. This process of establishing communication between technical experts, educators, and students can result in an improved career path employability profile.